

BACK TO SCHOOL

AUGUST 2026

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READ **TRANSITIONS** ON PAGE 12

Also in This Issue

THE BENEFITS OF UNIFORMITY | STUDENT MIND, BODY & WELLNESS
THIS CALLS FOR A CELEBRATION | CAMPUS GLOW-UP

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the benefits of UNIFORMITY

Create Sense of Belonging, Reduce
Pressure & Instill Student Pride

BY SUSAN SHULTZ

Each morning, students make dozens of small decisions before the school day begins. In schools with uniforms, what to wear is not one of them. Supporters say that sim-

plicity can make a meaningful difference, helping students begin the day with fewer distractions and a stronger sense that they are part of something larger than themselves. >>

ATTIRE CAN REINFORCE RESPONSIBILITY

For Unquowa School families, uniforms can make the morning routine considerably easier. For students, it minimizes some of the comparison and conversation around clothing and allows the focus of the day to remain elsewhere. Photo from The Unquowa School.



At The Catholic Academy of Stamford, school uniforms offer many benefits for students and families. They promote school pride, unity, and a sense of belonging while reinforcing the values of respect, responsibility, and equality. Photo from Catholic Academy of Stamford.

SCHOOL PRIDE & PERSONAL RESPONSIBILITY

>> At The Catholic Academy of Stamford, school uniforms offer many benefits for students and families. They promote school pride, unity, and a sense of belonging while reinforcing the values of respect, responsibility, and equality. Uniforms reduce distractions and peer pressure related to clothing, allowing students to focus on learning and

personal growth. They also make mornings easier for families, help identify students quickly on campus and during school events, and create a safe, professional, and respectful learning environment that reflects the mission and values of the Catholic school.

STANDARDS WITHIN FLEXIBILITY

"One of the strongest arguments for a school uniform is that it teaches children, in a very practical way, that how we present ourselves can reflect the setting we are in and the responsibility we carry there," said Carlene Gordon, Assistant Head of School at The Unquowa School in Fairfield. She said that a thoughtful dress code can simplify the school day, reduce social distractions and help students develop an early understanding of situational awareness and etiquette.

"At Unquowa, our dress code offers students choice within a range of uniform pieces. There is flexibility, but there is also a shared standard," Gordon said. For families, it can make the morning routine considerably easier, she added. For students, it minimizes some of the comparison and conversation around clothing and allows the focus of the day to remain elsewhere. "We often tell students that the adults in their lives dress for the work they are there to do. Being a student is important

CONTINUE **UNIFORMS** ON PAGE 4



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CONTINUE **UNIFORMS** FROM PAGE 3

work, too. As children mature, learning how to read a setting and present themselves appropriately is a social skill they will carry into high school, college and eventually their professional lives," Gordon said.

Gordon added that this is most evident with Upper School students, who wear blazers for assemblies and certain field experiences.

"There is a noticeable shift in how they carry themselves. They understand that the occasion asks something different of them, and they respond with greater confidence and

composure. As the oldest students on our campus, they are stepping into visible leadership roles, and their attire can reinforce that sense of responsibility," Gordon said.

In addition, she added that personal expression matters as well.

"Our monthly casual days give students an opportunity to dress more informally and bring more of their individual style to campus. For us, the value is in the balance: helping children understand shared expectations while still creating appropriate space for individuality," she said.

MORE THAN JUST A DRESS CODE

At first glance, school uniforms may seem like a simple dress code. But at Immaculate High School in Danbury, they help foster a culture of respect, responsibility and school pride, the staff says. Students say uniforms take the stress out of deciding what to wear each morning, reduce pressure to keep up with fashion trends and create a sense of belonging from the first day of school.

When Maddie Costa '27 of Danbury came to Immaculate from a public school, wearing a uniform was a new experience.

"I quickly realized that mornings are easier as it takes less time to decide what to wear and actually saves my family money on clothing," Costa said.

"Wearing our school's colors and logo every day fosters a sense of pride and unity among students and encourages us to come to school each day ready to perform." She also likes casual days, when students pay a nominal fee to raise money for charitable or student-led school organizations.

School leaders believe uniforms help students develop habits that extend far beyond high school. Dressing professionally each day reinforces discipline, accountability and the importance of presenting oneself with confidence.

It also reduces judgement among peers. When you're less focused on what someone is wearing—and on their character instead—it creates a different kind of community.

"Our goal is to prepare students not just for college, but for life," said Head of School Wendy Neil. "Learning to present yourself with professionalism, take pride in your appearance and represent your community well are life skills that will benefit our students long after they graduate. Uniforms are an important part of our Immaculate tradition."

When alumni come back to Immaculate from all over the country for events like Career Day and class gatherings, they often say the same thing: "We miss the uniforms." ●



*For Immaculate's Mustangs
their school uniform is
more than what students wear.
It becomes part of the shared
experience, school pride & lasting
sense of belonging that alumni carry
with them long after graduation.*

At first glance, school uniforms may seem like a simple dress code. But at Immaculate High School in Danbury, they help foster a culture of respect, responsibility and school pride, the staff says. Photo from Immaculate High School.

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An Essential Part of the CT Student Curriculum

BY SUSAN SHULTZ

While schools are fundamentally focused on education by nature of their work, many CT schools are investing in whole student's well-being. Young people today are

facing the many pressures of life earlier than ever, so including wellness initiatives in every day learning is considered key to happy, healthy and well-adjusted students. >>

Pictured above: Student wellness should not be treated as a separate subject or something reserved for difficult moments, it should be woven into the fabric of the school day, according to Faith Barbuto, Early Childhood Faculty Member at The Unquowa School in Fairfield. Photo from The Unquowa School.





#1

CATHOLIC CO-ED
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17

Average
Class Size

12:1

Student to
Teacher Ratio

21

AP
Courses

10

Dual
Enrollment
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November 12

ACADEMIC ACHIEVEMENT WITHOUT EMOTIONAL WELL-BEING IS AN INCOMPLETE MEASURE OF SUCCESS

WEAVING WELLNESS INTO THE CLASSROOM

>> Student wellness should not be treated as a separate subject or something reserved for difficult moments, it should be woven into the fabric of the school day, according to Faith Barbuto, Early Childhood Faculty Member at The Unquowa School in Fairfield.

"Children cannot fully engage in learning until their basic needs are met, and emotional regulation is every bit as fundamental as physical safety or proper nutrition," she said

"When students feel emotionally secure, they are far more available for curiosity, collaboration and meaningful learning," Barbuto said.

"In my classroom, wellness isn't confined to one lesson or activity. It begins during Morning Meeting with affirmations and continues through gratitude circles, conversations about emotions, opportunities for reflection and a daily mindfulness practice after lunch," Barbuto said.

Barbuto added that social-emotional learning becomes part of her literacy discussions, classroom routines and even play.

"The goal is not simply to help children calm down in the moment, but to help them develop an awareness of themselves and the strategies that work best for them over time," Barbuto said.

One of the most rewarding parts of this work is watching children begin to use these tools independently, she said.

"At first, I model breathing techniques, mindfulness exercises and other regulation strategies for the entire class. Eventually, students begin recognizing when they need those tools on their own," Barbuto said.

Parents often tell Barbuto their children have asked to create "calm down corners" at home or have taught mindful-

ness strategies to siblings and family members.

"Those are the moments when you realize these skills are extending well beyond the classroom," she said.

Developing emotional regulation at an early age also creates a foundation that students can build upon as academic expectations and life's challenges become more complex, according to Barbuto.

"Mindfulness doesn't eliminate stress; it helps children develop what educator Linda Lantieri describes as inner resilience, the ability to experience disappointment, frustration or uncertainty without becoming overwhelmed by it. That resilience is one of the greatest gifts we can give our students," she said.

CONTINUE **WELLNESS** ON PAGE 8



Students practicing a moment of zen with their teacher. Photo from The Unquowa School.

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CONTINUE **WELLNESS** FROM PAGE 7



Faith Barbuto of The Unquowa School believes schools have an important responsibility to support educators in this work. Photo from The Unquowa School.

Barbuto also said she believes schools have an important responsibility to support educators in this work. "Over the years, I have participated in a variety of mindfulness and social-emotional learning trainings, and I enjoy sharing those resources with colleagues. While the activities naturally evolve as children mature, the underlying goal remains the same: helping students better understand themselves so they can respond thoughtfully rather than react impulsively," Barbuto said. Educators and parents often define success by grades,

college admissions or future careers, she added, and while those milestones certainly matter, she said they are not enough on their own. "Academic achievement without emotional well-being is an incomplete measure of success. If we want children to become capable learners, compassionate citizens and resilient adults, we must recognize that wellness is not separate from learning, it is the foundation that makes learning possible," Barbuto said. ●

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LET'S CELEBRATE



While heading back to school in September might not be a student's favorite time of year, schools make the most of it by celebrating new beginnings. CT schools all have their own ways of ringing in the new school year for their communities. »

BY SUSAN SHULTZ

Back-to-School Night brings families back to campus and reinforce the idea that a new school year is something begun together. Photo from The Unquowa School.

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WELCOME BACK!

>> As The Catholic Academy of Stamford prepares to welcome students and families for another exciting school year, the staff looks forward to celebrating together through several special community events.

The school kicks off the year with the Catholic Academy's Family and New Family Social on Aug. 21, followed by its Back to School Meet & Greet on Sunday, Aug. 23, giving families an

opportunity to reconnect, meet teachers, and prepare for the year ahead.

In September, the school will also celebrate the completion of its new parking lot with a special community celebration. These events are wonderful opportunities to strengthen our school community and begin the school year with faith, fellowship, and excitement.

RECONNECTING WITH A NEW YEAR

"The beginning of a school year should do more than mark a date on the calendar; it should establish the sense of trust and shared purpose that will carry a school community through the year ahead," said Carlene Gordon, Assistant Head of School at The Unquowa School in Fairfield.

Gordon said students will be challenged, families will have questions and there will be moments of tremendous growth. Beginning from a place of connection makes it possible to navigate those experiences together, she added.

"At Unquowa, we intentionally create multiple opportunities for students and families to reconnect and settle into the rhythm of school," Gordon said.

"Orientation days and playground gatherings help students

return to campus with a sense of familiarity, while a parent coffee gives adults time to reconnect and begin the year in community with one another," she said.

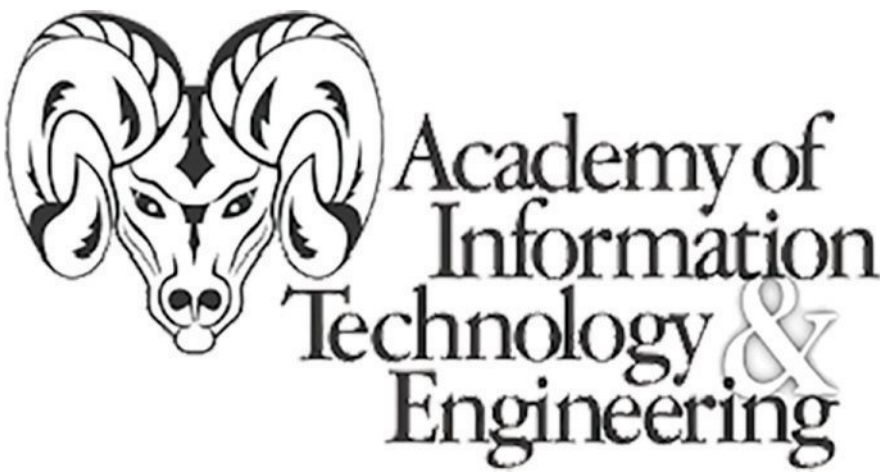
Within the first two weeks of school, every family also receives a personal phone call from their child's teacher. That early communication is important, according to Gordon.

"We do not want the first conversation between a parent and teacher to happen because there is a concern. Establishing an open line of communication at the outset creates a stronger foundation for the partnership ahead," Gordon said.

Back-to-School Night and Unquowa's first all-school assembly bring families back to campus and reinforce the idea that a new school year is something begun together. ●

“The celebration is not simply about returning to school; it is about setting the tone for a community that will learn, grow and persevere alongside one another.”

CARLENE GORDON, Assistant Head of School, The Unquowa School



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Transitions



For many students (and their families) the transition from middle school to high school can feel both exciting and overwhelming. At St. Joseph High School in Trumbull, that transition isn't left to chance. Photo from St. Joseph High School.

Entering New Grade Levels Need Guidance, Care at Every Stage

BY SUSAN SHULTZ

Transitions for students can be exciting but also intimidating – whether it is just starting kindergarten or rising to high school. Many of CT schools have students going through

these transitions each year at different levels. Students are offered many programs and events to help emphasize excitement and build confidence in place of nervousness.

ACADEMIC & SOCIAL MILESTONES

Immaculate High School in Danbury makes the transition to high school as easy as possible for its incoming freshmen, staff said,

The change is a significant milestone, both academically and socially.

Along with orientation and an ice cream social to welcome new students, the school's Counseling Department recognizes that freshman year lays the foundation for the years ahead and works to ensure every student feels confident, supported and seen.

Immaculate launched FOALS, an innovative program created specifically to help new Mustangs make a successful transition to high school.

Through individual and group meetings, a dedicated freshman counselor supports students with executive functioning, study habits, course selection, social-emotional growth and early career exploration. Plus, the school encourages new students to become involved in extracurricular activities through "Join a Club Day," athletics and community service.

CONTINUE **TRANSITIONS** ON PAGE 20

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GrowUp



Over the summer, The Unquowa School installed a new scoreboard on its outdoor field in anticipation of the fall athletics season, but its use will extend well beyond our soccer games. Photo from The Unquowa School.

Summer is the Perfect Time for New School Improvements & Additions

BY SUSAN SHULTZ

While summer means time off for students, often school communities take that time with buildings empty and more open schedules to update facilities and add new staff and team members. This offers a refreshing start to the school year for students and faculty alike.

RESPONSIVE RENOVATIONS

The most effective campus improvements are not always the largest; they are the ones that make a school more responsive to the daily lives of students, according to The Unquowa School's Director of Operations Kevin Fray. >>

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Academy of Our Lady of Mercy, Luralton Hall in Milford will welcome Mrs. Janet Cashman as the school's new Academic Growth Specialist, a position created to strengthen academic support and help every student build the skills and confidence to succeed. Photo from Academy of Our Lady of Mercy, Luralton Hall.

Safer, Smoother, More Welcoming

>> "Our work this summer has focused on preparing the campus for the many ways children learn and move throughout the school day," Fray said.

"We installed a new scoreboard on our outdoor field in anticipation of the fall athletics season, but its use will extend well beyond our soccer games. It will support our physical education program and give our PE teachers another tool for organizing games and creating a more dynamic play on the field," he said.

The Unquowa School has also continued to invest in the outdoor spaces that function as extensions of its classrooms. A meeting space along the brook for environmental science activities, outdoor performance stage and playscape will each

be used as learning spaces. This summer, the school's garden is thriving with herbs, vegetables and edible flowers that will be incorporated into our farm-to-fork lunch menu and during Summer Discovery Days.

"Much of that preparation is preventative," Fray said.

"From changing filters and updating lighting to repairing trim and maintaining classrooms, thoughtful maintenance throughout the year keeps the campus running smoothly so learning is never interrupted by avoidable repairs," he added.

CONTINUE **IMPROVEMENTS** ON PAGE 16

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Hear from our community!

CONTINUE IMPROVEMENTS FROM PAGE 15



Fray said students and teachers deserve to return to spaces that feel bright, clean, comfortable and ready for the work of a new school year.

The Unquowa School's Assistant Head of School Carlene Gordon said summer gives schools a rare opportunity to examine their classrooms with fresh eyes and ask whether the materials and tools in those spaces still reflect their educational priorities.

"This year, we have taken a thoughtful inventory of curricular resources, removing outdated materials and ensuring teachers return to classrooms equipped for the work ahead," Gordon said.

Gordon said that same philosophy has informed the school's approach to technology.

"As we move away from I:1 devices in PreK through Grade 3, we are simultaneously investing in new Apple MacBook Neos for our older students," Gordon said.

“ *Those decisions are not contradictory. They reflect our belief that technology should be introduced and used with developmental purpose. The question is not simply whether students have access to technology, but when and how it adds genuine value to their education.* ”

CARLENE GORDON,
Unquowa School's Assistant Head of School

AN ENVIRONMENT THAT REFLECTS EXCELLENCE

As families prepare for another exciting school year, The Catholic Academy of Stamford (CAS) is once again investing in its campus to ensure students learn in an environment that reflects its academic excellence.

Following last year's completion of the St. Carlo Acutis Education Wing, one of the most significant milestones in the school's recent history, CAS continues its commitment to thoughtful growth with another major campus improvement this summer: a complete reconstruction and repaving of the school's parking lot.

The project will provide families, faculty, staff, and visitors with a safer, smoother, and more welcoming arrival experience. Featuring brand-new paving, improved traffic flow, updated striping, and enhanced accessibility, the renovation reflects the school's ongoing commitment to maintaining a campus that is both functional and inviting.

These improvements build upon the momentum of recent years as CAS continues to grow and invest in its future. The St. Carlo Acutis Education Wing expanded the school's learning spaces with four modern classrooms and collaborative educational areas, supporting the school's growing enrollment while enhancing the student experience.

While students enjoy their summer break, construction crews are preparing the campus to welcome families back this fall. The upgraded parking lot will improve daily arrival and dismissal, and increase safety.

From innovative learning spaces to enhanced campus infrastructure, The Catholic Academy of Stamford remains committed to providing an exceptional educational experience rooted in faith, academic excellence, and a strong sense of community.

CONTINUE IMPROVEMENTS ON PAGE 18

Pictured above: The Unquowa School's Assistant Head of School Carlene Gordon said summer gives schools a rare opportunity to examine their classrooms with fresh eyes and ask whether the materials and tools in those spaces still reflect their educational priorities. Photo from The Unquowa School.



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CONTINUE IMPROVEMENTS FROM PAGE 16

FRESH FACES, FRESH FACADE

Academy of Our Lady of Mercy, Luralton Hall in Milford will welcome Mrs. Janet Cashman as the school's new Academic Growth Specialist, a position created to strengthen academic support and help every student build the skills and confidence to succeed.

Cashman will work collaboratively with students, teachers, counselors, and families to provide individualized academic support, identify effective learning strategies, and help students navigate challenges throughout their high school experience. She will also partner with faculty to strengthen classroom practices that foster academic success while encouraging students to become confident, independent learners.

The addition of this role is part of Luralton Hall's continued investment in student success and reflects the school's commitment to meeting students where they are while helping each young woman reach her personal best. Recognizing that every student's educational journey is unique, the Academic Growth Specialist will provide personalized guidance, strengthen executive functioning and study skills, and help students develop the resilience and confidence needed

to thrive both inside and outside the classroom.

"At Luralton Hall, we are committed to ensuring every student has the opportunity to succeed," said Head of School Beth Coyne.

"The creation of this position is another example of our continued investment in student success. Janet brings tremendous experience, compassion, and expertise to this role, and she will be an outstanding resource for our students and teachers. Her work will help young women develop the skills, confidence, and resilience they need to thrive academically and personally," Coyne said.

As students return to campus this fall, Cashman will play an integral role in helping them set meaningful goals, overcome obstacles, and celebrate progress throughout their academic journey.

The Academic Growth Specialist is one of several ways Luralton Hall continues to invest in innovative programs and resources that prepare young women to excel in college and beyond. At Luralton Hall, success is measured not only by academic achievement, but also by the confidence, resilience, and lifelong skills students develop along the way. ●



The addition of an Academic Growth Specialist is one of several ways Luralton Hall continues to invest in innovative programs and resources that prepare young women to excel in college and beyond. Photo from Academy of Our Lady of Mercy, Luralton Hall.

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CONTINUE **TRANSITIONS** FROM PAGE 13



Lisa Sylvestro, Director of Academics for The Unquowa School, said one of the best ways parents can prepare their child for the transition to middle school is by replacing uncertainty with confidence. Photo from The Unquowa School.

"FOALS gives our freshmen the tools and guidance they need to begin high school successfully," said Tim Nash, Dean of Counseling and Student Services. "Rather than waiting for students to encounter challenges, we support them from the start by helping them build strong habits and identify their goals. That early investment creates a foundation they can build on throughout high school and as they prepare for college."

Throughout freshman year, students participate in engagement panels, a daylong retreat and individual counseling designed to help them build connections and adjust to high school life. They are introduced to Scoir for college and career exploration, learn about GPAs, the PSAT and service requirements and create an academic action plan. By year's end, each student develops a four-year plan and receives guidance selecting sophomore courses.

ANTICIPATING ADJUSTMENTS

"In a PreK through Grade 8 school, we think about transitions differently at each developmental stage," Carlene Gordon, Assistant Head of School at The Unquowa School in Fairfield.

Gordon said helping a young child begin school requires a different approach than preparing a student to move into the Upper School. In both cases, the school's goal is to anticipate the academic and social adjustments students and families may experience before the school year begins.

"For our Early Childhood and Lower School students, familiarity and consistency are incredibly important. We host summer playdates and create opportunities for children to meet their teachers before the first day of school," Gordon said.

"Our parent association also organizes grade-level social events, so students and families have opportunities to get to know one another, and individual family meetings with faculty are available when needed," she added.

The year also begins with two orientation days.

"We want students to know where they're going, recognize the adults around them and feel happy to walk through the doors. When children feel comfortable and trust their >>

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Early Childhood Exploration:
Wednesday, October 7th at 9:30am

All-School Open House:
Sunday, October 25th at 10am

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>> environment, they're better prepared for the academic challenge and growth that comes next," Gordon said.

Lisa Sylvestro, Director of Academics for The Unquowa School, said one of the best ways parents can prepare their child for the transition to middle school is by replacing uncertainty with confidence.

“While middle school naturally brings higher academic expectations and greater independence, students are far more likely to embrace those challenges when they understand what to expect and know they have the tools to succeed.”

LISA SYLVESTRO, Unquowa School's Director of Academics

Preparation begins with the practical, she added. Before the school year starts, families should help students become familiar with schedules, summer reading and math assignments, school expectations, and organizational routines.

"These seemingly small details reduce unnecessary stress and allow students to focus on learning rather than navigating logistics," Gordon said.

Equally important is preparing students for the mindset shift that middle school requires. As children grow, they are expected to think more independently, participate in thoughtful discussions, collaborate with peers, advocate for

CONTINUE **TRANSITIONS** ON PAGE 22



Unquowa's faculty also recognizes that preparing students for middle school isn't about making life easier, it's about helping them become more capable. Photo from The Unquowa School.



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CONTINUE **TRANSITIONS** FROM PAGE 21

themselves, and persevere through increasingly complex academic work, Sylvestro said.

"Rather than shielding students from challenges, parents can encourage them to view mistakes, questions, and productive struggle as essential parts of learning," she said.

At Unquowa, the faculty intentionally creates structures that support this transition. Students have access to a centralized dashboard where assignments, calendars, athletic schedules, and announcements are easily available, helping them develop strong organizational habits, Sylvestro added.

"We also remove many of the unnecessary social uncertainties that can distract students by thoughtfully assigning advisory groups, classroom seating, lab partners, teams, and lunch tables. When students don't have to worry about where they belong, they have the emotional bandwidth to engage fully in their learning," she said.

Unquowa's faculty also recognizes that preparing students for middle school isn't about making life easier, it's about helping

them become more capable. Students are regularly encouraged to lead discussions, participate in meaningful debate, consider perspectives different from their own, and take intellectual risks in a classroom environment built on trust and respect.

Experienced teachers know when to provide support and when to step back, allowing students to work through obstacles independently and develop resilience.

"This summer, for example, our incoming sixth graders began preparing for a new Passion Project by exploring topics they genuinely care about before the school year even begins. The goal is to replace anxiety about harder academic work with excitement about pursuing meaningful questions and taking ownership of their learning," Sylvestro said.

"Ultimately, a successful transition to middle school isn't about eliminating challenges," she added. "It's about ensuring students feel prepared, supported, and confident enough to meet those challenges with curiosity, resilience, and a growing sense of independence."

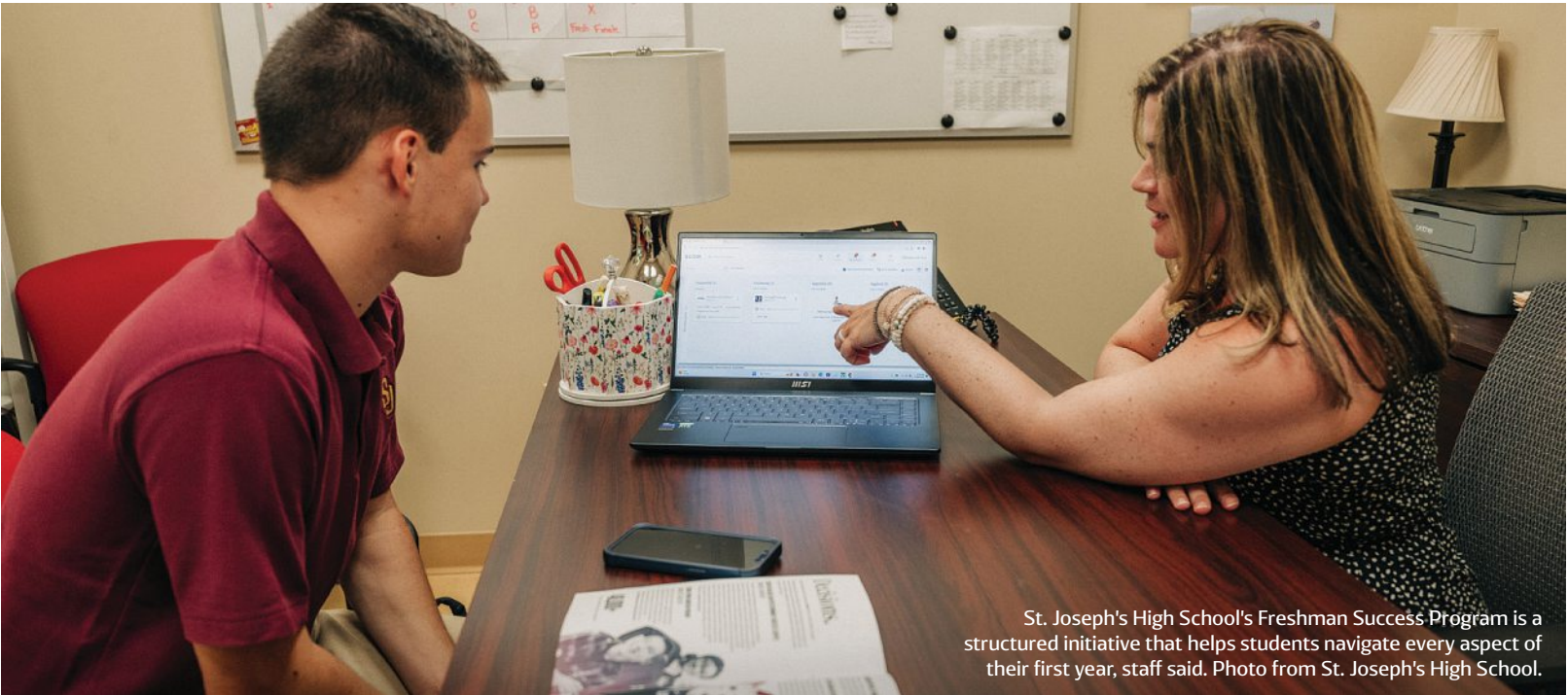
SUPPORTING THE STUDENT JOURNEY

For many students (and their families) the transition from middle school to high school can feel both exciting and overwhelming. At St. Joseph High School in Trumbull, that transition isn't left to chance.

"The transition to high school is about much more than academics. It's about helping students build confidence,

discover their interests, develop meaningful friendships, and realize they truly belong here," said Nancy DiBuono, SJHS' Principal.

St. Joe's Freshman Success Program is a structured initiative that helps students navigate every aspect of their first year, staff said.



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NANCY DIBUONO, SJHS' Principal

Through grade-level workshops, classroom presentations, individual meetings, and ongoing support, students learn the academic, organizational, and personal skills they'll rely on throughout high school.

Behind every freshman at St. Joe's is an experienced team of counselors to ensure that students always have trusted adults they can turn to.

The support doesn't end after freshman year. The College & School Counseling Office helps guide students through every stage of high school: from selecting courses and exploring career interests to leadership development, service opportunities, wellness, and eventually the college search process. That intentional approach produces out-

standing results, staff said.

The Class of 2026 earned admission to four-year colleges and universities across the country while receiving more than \$38 million in merit-based scholarships. Graduates have continued their education at institutions including Princeton, UPenn, Notre Dame, Boston University, Fordham University, and Northwestern University.

What truly distinguishes St. Joseph High School is the collaborative community that surrounds every student, staff said. Counselors work closely with teachers, administrators, coaches, campus ministers, and families to ensure each student receives individualized support throughout their high school journey. ●

Care of the Whole Boy



Care of the Whole Boy is a guiding phrase mentioned every day at **Fairfield Prep**.

As we strive to develop our students to be agents of positive change in the world, the adult community at Prep works each day to care for and form our students in all ways – inside and outside of the classroom, academically, spiritually, athletically, and artistically.



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UPCOMING ADMISSION EVENTS
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All School Open House
11 a.m.–1 p.m., Sunday, Oct. 4

Join us for our All School Admission Open House. Experience our program through hands-on activities designed for 3 to 12 year olds. Parents and Guardians will have a chance to meet Head of School Aaron Cooper and divisional leaders, faculty & staff and current parents and students. Take a tour of our campus. Children and walk-ins welcome! Interested in a future year? Come join us as well.



Divisional Open Houses
10 a.m., Wednesday, Oct. 14: Early Childhood Open House (Ages 3, 4 & K)
10 a.m., Wednesday, Oct. 21: Lower School Open House (Grades 1–4)
10 a.m., Wednesday, Nov. 11: Middle School Open House (Grades 5–9)

Get a first-hand look at our classrooms, meet our teachers and divisional leaders, and learn more about our academic, athletic and art programs, which are deliberately designed to meet the needs of students at each stage of their educational journeys.



A Conversation with Country School
9 a.m., Offered monthly on Thursdays

Join Head of School Aaron Cooper and our ninth graders, Country School's senior class, for a Zoom conversation designed for prospective families. From the comfort of home, you'll learn more about our Pre-K through Grade 9 program, our approach to childhood, and the experiences that help students become confident learners, thoughtful citizens and purposeful leaders.



Group Campus Tour
9:30 a.m., Offered on Fridays

Join us for a group tour of our campus and see our Pre-K through Grade 9 program in action. This is a great opportunity for you to ask questions and learn more about what your child's experience could be at New Canaan Country School. Tours last approximately one hour.



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